

Programme 104.†

(January to March, 1926.  
April to July, 1926, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM I. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B *The Bible for the Young*: (a) *Exodus*, lessons 1-8, inclusive, by Dr. Paterson Smyth (P.N.E.U. Office, 2/-): (b) *St. Mark's Gospel* (P.N.E.U. Office, 1/6), lessons 9-16, inclusive. [Suitable stories from *Exodus*, chapters 1-10, 12 to verse 39, inclusive; and from *St. Mark's Gospel*, chapters 9-16, inclusive.] Teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. *Bible Atlas* (S.P.C.K., 1/-). (Optional) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.), or, *A Child's Book of Prayer*, by the Rev. J. E. Ward (Elliot Stock, 6d.).

Sunday reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 219-299. *Mackay of the Great Lake*, by C. E. Padwick (C.M.S., 2/6). *The Flame Tree*, by Mrs. Baskerville (S.P.C.K., 2/-), pp. 1-57.
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-), may be used. *Boys and Girls and Friendly Beasts*, by M. Entwistle (Edinburgh House Press, 1/6).
- A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

† The 104th term of work set since the Parents' Union School began.



### Writing.

- A *New Handwriting*\* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 2, lines 1 and 2; card 5, lines 5 and 6, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, line 5; card 5, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

### Tales.

- A *The Pilgrim's Progress*\* (R.T.S., 9d., or, better, 2/6), Part II., from the beginning to "The two Lions." *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 145-200.
- B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

### English History.

- A *Our Island Story*,\* by H. E. Marshall (Jack, 10/6), pp. 286-341 (1485-1587). Mrs. Frewen Lord's *Tales from Westminster Abbey*\* (Sampson Low, 1/6), chapters 1 and 2 (to end of Sir Isaac Newton).
- B *Our Island Story*, pp. 129-167 (1100-1199).

### Geography (see N.B. 9).

In every lesson there should be six map questions before reading letterpress, then reading and narration.

- A *Ambleside Geography Books*, Book I.\* (P.N.E.U. Office, 2/6), pp. 96-112. *England and Wales*\* (Cambridge Press, 3/-), pp. 19-23 and 93-131. *The Children of Europe*, by R. J. Finch (Evans, 3/6), (Belgium, Denmark, Faroe Islands, Iceland). Philip's *Atlas of Comparative Geography*\* (3/6 or 5/-). Be able to describe six places connected with recent events. Pace and make plans of hall, landing, staircase, schoolroom.
- B *Ambleside Geography Books*, Book I., pages 12-25. *The World and its Wonders* (Cambridge Press, 2/9), pp. 74-107. Be able to describe six places Father and Mother have visited. (1) Describe and, (2), make in tray of sand, islands, isthmuses, straits, mountains, lakes.

### Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).
- A *Trees and Shrubs*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-43: find and describe trees, twigs and leaf-buds. *Animal Life in the East*,\* by Martin Duncan (Milford, 1/-), pp. 45-89 (most of these animals can be seen in the "Zoo").
- B *Wild Life in Woods and Fields* ("Eyes and No Eyes Series," Cassell, 1/-); watch and describe (a) six birds, (b) animals. *Tommy Smith again at the Zoo*, by E. Selous (Methuen, 2/9), pp. 129-180.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Turner\* (P.N.E.U. Office, 2/- the set): teacher see notes in the January number of the *Parents' Review*.

### French<sup>2</sup> (see N.B. 3).

- A *Le Livre Rouge* (Blackie, 2/6), pp. 44-67, or *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/6), continue. (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 8-14; children to narrate. For Upper I A teacher will find useful *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with music (Jackson & Sons, 8/6, letter box, 3/6).
- B *Illustrated French Primer*, by Henri Bué (Hachette & Co., 2/6), pp. 126-130 and 55-64, inclusive; words to be taught orally with pictures; or, better, *Cours de Français*, pp. 1-21.
- A & B *Recueil de Poèmes*, Vol. I., by J. Molny (Blackie, 6d.).

### Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

- A Nelson's *Arithmetic Practised*, Part III., Term 1 (11d.), or Part II., Term 1 (10d.); *Teacher's Book*, Part III. (1/3), Part II. (1/2), Multiplication Tables 2, 4, 5, 10, 12 (five minutes' exercise in every lesson). Tables to be worked out in money thus:  $9 \times 7 = 63$ ; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I., Term 1 (10d.). *Teacher's Book* (1/2), Part I., will be found useful. Sums to be worked with dominoes, beans, etc.

<sup>1</sup> Teachers (overseas) will find it best to follow the books set, substituting local flora and fauna, and see special leaflet.

<sup>2</sup> Schools may substitute Irish or Welsh.



#### Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used*. Six twigs of trees; six animals that you have been able to watch; scenes from your *Tales*, in brushwork.

#### Recitations.

A & B Recite a poem (each child may choose a different one). Learn 6 verses each from *Exodus* ii., and from *St. Mark* ii., Psalm 23. One suitable hymn. *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

#### Reading.

Children should visualize new words every day: see *Home Education*, page 240.

A Poetry and books used for History, Geography, and Tales.  
A & B Children who can read a little may use *The Beacon Readers*, Books III. (1/2), IV. (1/4), V. (1/4), and VI. (1/6), taught according to directions in *Teacher's Manual* (Ginn, 1/6), or, *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each), or, *Hassim* (Egypt), (Milford, 3½d. or 6d.).  
B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6) together with *Dickory Dickory Dock: The Children's Reading Box*\* (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6).

#### Music.

A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

#### Musical Appreciation.

A & B Schumann from *The Term's Work*, by C. H. Glover (Kegan Paul, 4/6).

#### Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). *Nature Song*: poems collected by J. Cobbold, music by Martin Shaw (Cramer, 4/-).  
A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 16-19. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

#### Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Skipping. Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

#### Work.

A & B Help in house or garden. *Rugmaking on Canvas* (Dryad leaflet, No. 33, 6d.), children could work together at small door-mats. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 1-5. *The Little Girl's Knitting and Crochet Book*, by F. Klickmann (R.T.S., 1/6). Knitting: large needles and coarse cotton. Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W. 1).

N.B. 1.—All children should spend two years (ages 7-9) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Number and French there must be no gaps, see Leaflet G.

N.B. 4.—Each child in I.A should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Brushdrawing" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education*, by C. M. Mason (P.N.E.U. Office, 5/6).

N.B. 6.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (not less), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/3, metal, 9d), Book Plates (25 for 6d.), School Hat Band (2/3), and Ribbon (2 inches wide 2½ a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badge stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (see Jan. P.R.).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.



N.B. 9.—During the revision of the *Ambleside Geography Books* alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book II., pp. 126-148 (Arabia, India, China), for Form IA., instead of *England and Wales*.

N.B. 10.—Members are asked to remember that an average child should cover the whole programme suitable for his age.

N.B. 11.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- A & B I. 1. Tell about (a), Moses as a little boy, or, (b), Moses and the burning bush.  
2. Tell (a), how Pharaoh oppressed the Israelites, or, (b), how God sent Moses and Aaron to speak to Pharaoh.  
II. 1. Tell (a), the story of Blind Bartimaeus, or, (b), about the entry of Jesus into Jerusalem.  
2. Tell about (a), the last supper Jesus had with His disciples, or, (b) the Resurrection of Jesus.

Writing.

- A Write a line of poetry from memory.  
B Write, or print,—  
"All among the bushes the birds begin to sing."

Tales.

- A 1. Tell (a), what happened to Christian and Hopeful at Doubting Castle, or, (b), the story that you have enjoyed most from *The Pilgrim's Progress*.  
2. Tell how (a), Ulysses came to his palace as a beggar, or, (b), Jason won the fleece.  
B 1. Tell a short fairy story (from Grimm or Andersen), or, one of Æsop's Fables.

English History.

- A 1. Tell the story of (a), "a make-believe prince," or, (b), the Field of the Cloth of Gold.  
2. Tell a story (a), about Lady Jane Grey, or, (b), of how the Princess Elizabeth became Queen.  
3. Tell a story of (a), how Westminster Abbey came to be built, or, (b), Lord Shaftesbury.



- B 1. Tell a story about (a), Gilbert Rohesia, *or*, (b), Thomas à Becket.  
2. Tell what you know of (a), Richard Cœur de Lion, *or*, (b), Robin Hood.

#### Geography.

- A 1. Tell what you know about a river, its bed, its source, its banks, its mouth. What is a delta?  
2. (a), Describe a journey from Land's End to Holyhead, *or*, (b), tell what you know about fisheries and the fisherfolk,  
*or*, 2. Describe a journey in (a), Arabia, *or*, (b), the valley of the Ganges.  
3. Tell about (a), "Olaf" of Faroe, *or*, (b), "Pieter" of Belgium.
- B 1. Tell about (a), cotton fields in America, *or*, (b), Sir Francis Drake.  
2. (a), What do you know about Galileo? *or*, (b), How is it we get day and night?

#### Natural History.

- A 1. How does a tree start?  
2. Describe the stem, buds and catkins of the willow, the hazel, the poplar.  
3. What do you know of two of the following,—the Indian Elephant, geckos, a mongoose?
- B 1. Tell about (a), the woodpecker's nest, *or*, (b), a skylark.  
2. Describe (a), an ant hill, *or*, (b), a bumble bee's nest.  
3. Tell what you can about a sea bear.

#### Picture Study.

A & B Describe "A Frosty Morning," by Turner.

#### French (oral only). \*

- A 1. Say something, in French, about two of the pictures on p. 49 (*Le Livre Rouge*), *or*, recite a series you have learnt (*Thémoin*).  
2. Recite a French poem, *or*, a scene from *French Fables in Action*.
- B 1. Say something in French about the pictures on pp. 55 and 64 (*Buc*), *or*, on pp. 3 and 4 (*Thémoin*).  
2. Give the names for four things you can see around you.

#### Number

- A 1. How much dearer is a bicycle worth £16 : 16 : 0 than one worth £12 : 18 : 6?  
2. How far could I travel at a penny a mile if my railway ticket cost £1 : 2 : 2½?  
3. If for  $\frac{3}{4}$  of the year the weather is fine, how many wet days will there be? (365 days in a year),

- or*, 1. How many shillings will buy 184 pictures at 4 for one shilling?  
2. Jack was given half-a-crown and he also saved up 3/2d.; he bought an electric torch for 2/2½. How much money was left?  
3. A railway carriage holds 16 people. A party of soldiers filled 25 carriages. How many soldiers were there?
- B 1. 25 children walked to see an elephant in a travelling circus, 12 bicycled and 17 went by motor. How many children were there?  
2. At 4d. each cake, how many pennies will buy 62 cakes?  
3. Mary picked 41 primroses, she dropped 4 on the road and gave away 7. How many were left?

#### Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for a story you have enjoyed.  
2. Two twigs from nature.

#### Recitations. \*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

#### Reading. \*

Father to choose unseen passage.

#### Music. \*

Examine in work done and report progress.

#### Singing. \*

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

#### Drill. \*

Drill, before parents.

#### Work. \*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 22nd. Papers to be posted on Saturday, the 27th, *with no other enclosure*.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the

papers for each child are not fastened together, (*c*), the name of the *member* does not appear, or (*d*), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (*a*) the amount of written work expected in Form I.A, (*b*), the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.